

**School Nurse  
Special Teaching Authorization in Health  
Program Standards**

**Adopted March 1998**

Institutions intending to offer an approved program leading to the awarding of a Special Teaching Authorization in Health must address the following standards in addition to those specified for *Professional School Nurse Preparation in California*.

**Standard 30**

**Curricular and Instructional Skills**

**The Special Class Authorization Program provides authentic opportunities for students to (1) learn to assess students' academic skills and (2) develop, implement, and evaluate variety of pedagogical approaches to teaching health, including the development and implementation of unit and lesson plans that provide equitable access for all students to the health curriculum.**

**Rationale**

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not. Prospective teachers must, therefore, acquire curricular and instructional planning skills.

**Factors to Consider**

*The following factors serve as a guide for initial program design and ongoing program evaluation.*

- Each candidate plans a unit of instruction with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught and sequenced effectively.
- Each candidate demonstrates the ability to develop clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated, consistent with each other, and related to health.
- Each candidate uses a variety of developmentally appropriate pedagogical approaches in the teaching of health.
- Each candidate demonstrates the ability to appropriately adapt the health curriculum to meet the learning needs of students with varying abilities, interests, and backgrounds.

- Each candidate facilitates the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds .
- Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials in order that they appeal to and challenge the diverse abilities and interests of students.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 31**

### **Classroom Teaching Field Experience**

**Each candidate has a variety of field experiences, including supervised teaching experiences, in health education that provide multiple opportunities to apply theory in practice.**

#### **Rationale**

Supervised teaching experience in a variety of schools and classrooms enables candidates to understand and apply the pedagogical principles and practices related to health education.

#### **Factors to Consider**

*The following factors serve as a guide for initial program design and ongoing program evaluation.*

- Each candidate's field placements include a variety of experiences, including observations, related to the age range authorized by the credential, such as preschools, elementary, middle, and secondary schools, and/or adult settings.
- Each candidate has a variety of field experiences that include different instructional strategies used in schools, such as individual, small group, and/or large group instruction, and receives prompt feedback and guided practice from supervisors.
- Each candidate's supervised teaching experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply and evaluate educational theories and pedagogical principles taught in coursework.
- Each candidate uses a variety of pedagogical approaches to teaching academic basic skills in public schools.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 32**

### **Academic Instruction**

Each candidate demonstrates competency in the application of curriculum and instructional skills prescribed in Standard 30, and in the academic instruction of students in health.

#### **Rationale**

Each candidate must have a comprehensive foundation in health, including personal and public health and become proficient in methods of academic instruction in order to effectively teach students.

#### **Factors to Consider**

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to plan, implement, coordinate and evaluate a health education curriculum within the context of a comprehensive school health model.
- Each candidate demonstrates the ability to facilitate positive health decision-making and health behavior among students based on current principles of health education.
- Each candidate demonstrates the ability to teach personal health, and promote physical activity and lifelong well being.
- Each candidate demonstrates the ability to teach basic principles of human nutrition and dietary practices for health and well-being throughout the life cycle.
- Each candidate demonstrates the ability to teach basic principles of growth and development, family life and human sexuality.
- Each candidate demonstrates the ability to teach the basic principles of injury and violence prevention, and safety promotion.
- Each candidate demonstrates the ability to teach students how to safeguard their health from the physical, mental, and social effects of alcohol, tobacco, anabolic steroids, and other drugs.
- Each candidate demonstrates the ability to teach the basic elements of a health crisis and access to appropriate intervention and resources.

- Each candidate demonstrates the ability to teach self, family and community health appraisal, and identification and utilization of community resources.
- Each candidate demonstrates the ability to teach the basic principles of environmental health, disease prevention, risk reduction and health promotion.
- Each candidate demonstrates the ability to teach the basic principles of consumer health, including the impact of culture, media, technology and other factors on consumer health attitudes, knowledge, practices and skills.
- Each candidate demonstrates knowledge of health content as identified in state and national guidelines.
- Each candidate demonstrates knowledge of the basic principles of professionalism and ethics in health, including the historical development of health education, current issues that affect the discipline, and the responsibility of nurses as teachers of health.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.